**SECTION I. NEED**

**INTRODUCTION**

The University of West Alabama (UWA) is a state-supported regional institution, accredited by the Southern Association of Colleges and Schools serving the educational needs of all the citizen of West Alabama. The institution was chartered in 1835 as a church-related female academy and admitted it first students in 1839. Tracing its beginning to the charter of Livingston Female Academy, UWA operates as one of the oldest institutions of higher education in the state. and it has been in continuous operation since 1866. For over 175 years, the University has served not only as a center for higher education, but as a gathering place for community and cultural events; the hub for meeting community healthcare needs; and training for business and industry. Located just 20 miles from the Mississippi state line and 57 miles from Tuscaloosa, the university serves a major portion of the Black Belt Region.

Approaching the 21st century, the institution renewed its commitment to become a regional institution interested in not only quality education but also an improved quality of life for the citizens of west Alabama. UWA recognizes the unique cultural traditions of the region, along with the natural resources that make the Black Belt a region rich with potential research, economic, and social opportunities. Through a series of outreach initiatives UWA continues to fulfill its mission to train educators and offer students the opportunity to make a difference in the lives of others through degrees in the sciences, liberal arts, and business. Research and outreach programs with these ideas in mind include the Sumter County Nature Trust, the Center for the Study of the Black Belt, the Black Belt Prairie Restoration Project, Small Business Center, and the Regional Center for Economic Development.

**UWA SERVICE AREA**

The service area of UWA is known as the Black Belt Region, a nationally identified geographic region spanning seven states from West Virginia to Alabama. Seventeen per cent of UWA students come from the communities where educational deprivation and an unskilled labor force have created an economically stagnant area. This depressed area, made up of 11 counties of Alabama, is part of the larger Black Belt Region of the Southeastern United States. The region includes the poorest counties in Alabama and the United States. Originally, the name referred to the thin layer of exceptionally fertile black soil which encouraged cotton farming during the pioneer period of Alabama history. Now the descriptive title is mistaken as a reference to the exceptionally high proportion of Black American residents in these counties. According to the 2000 U.S. Census, in UWA’s six county primary service area alone, 55% of the total population is Black American.

The counties in the Black Belt Heritage area are rural and underdeveloped with few employment opportunities due to a lack of a diversified economy, a lack of qualified workforce, and a lack of infrastructure. Such dormancy stems from several factors. The environment in west Alabama is overburdened by extremes......dangerous levels of poverty, poor test scores, low levels of academic achievement, high percentages of teachers teaching out of field, high dropout rates, low standards of living, high unemployment rates, and low levels of funding. In fact, 26% of the citizens in the six county primary service area live at or below poverty level.  Learned helplessness prevails and has created low self-esteem and a paucity of pride.  Schools in West Alabama are burdened by many of the same issues that plague urban areas, in which the majority of the students live in poverty-ridden conditions. The circumstances form the roots that hobble the education of the children living in the targeted area.

**ORGANIZATION**

The University of West Alabama’s primary purpose is to provide opportunities for students to pursue associate, baccalaureate, and master’s degrees. The university is composed of four colleges: College of Education, College of Natural Sciences and Mathematics, College of Business, College of Liberal Arts. The colleges are composed of specialize divisions relative to academic areas. Specialized areas include a Division of Nursing and Division of Online Programs. Administrative units include Institutional Effectiveness, Institutional Advancement, Office of Sponsored Programs, Department of Athletics, Student Services, Financial Aid, Community Outreach, Library Services, and Information Systems. The community is an integral part of the institution as evidenced by the Center for the Study of the Black Belt, Sutter Center for Entrepreneurship, Regional Center for Economic Development, Small Business Center, and Sumter County Fine Arts. Each college is administered by respective Deans with divisions lead by Directors.

In addition to its main campus, UWA operates the Demopolis Higher Education Center (DHEC) located in Demopolis, Alabama with a student enrollment of 300 students, one full-time and 14 adjunct/part-time faculty and staff. DHEC offers a wide array of academic and continuing education courses, and under UWA’s leadership, began offering workforce technology courses in the fall of 2009. The Center also has a successful dual enrollment program with Demopolis High School. Together, UWA and DHEC primarily serve students who are first-generation college learners, primarily Black American, and/or from socioeconomically challenged households found in rural, west-central Alabama.

**UWA VISION**

The University of West Alabama, through an extensive strategic planning process representative of all areas of the university has established the following vision as the guiding directional premise for 2009-2013:

*To be recognized nationally and internationally for providing quality education programs via traditional and alternative means and to be acknowledged as the primary agent of positive change in Alabama’s Black Belt.*

**UWA MISSION**

Directly correlated with the achievement of our vision is our mission statement developed through the strategic planning process:

*To provide opportunities for students to pursue a quality education and assist in development of important qualities of independent thinking, respect for the ideas of others, personal integrity and character in order to realize their quest for a philosophy of life and self-fulfillment.*

**GOALS**

* Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and area.
* Provide effective administrative services to support the mission.
* Meet the needs of its various publics, both internal and external, through the comprehensive use of information technologies.
* Improve its financial status by increasing its efforts at productivity and by seeking additional funding from public and private sources.

**STUDENT ENROLLMENT AND PROFILE**

The University of West Alabama is dedicated to its mission and goals of meeting the needs of all publics. In doing so, we are committed to an array of diverse learners and offer a range of different programs to meet their needs. In order to effectively implement such programs, UWA looks closely at enrollment trends for direction. The 2008-2009 Alabama Statewide Student Database and data collected for 2008 by the Office of Institutional Effectiveness shows the following tendencies among student enrollment at UWA:

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| ***Total UG and GR Enrollment: 4,888*** | | |
| Student Enrollment by College | | |
| Education: 38%; Natural Science & Math: 11%; Business: 10%; Liberal Arts: 10%; Nursing: 4% | | |
| Full-Time: 2,010 Part-Time: 2,878 | | |
| Number of Students from Primary Service Area (county) | | |
| Choctaw = 140; Greene = 82; Hale = 113; Marengo = 315; Pickens = 92; Sumter = 625  Total from Primary Service Area: 1,367 | | |
| Age | Avg. Age of Beginning Freshmen: 18  Avg. Age of Undergraduate: 22 Avg. Age of All Students: 24 | |
|  | Undergraduate Students | Graduate Students |
| Gender | Female: 1,116 (23% Total)  Male: 752 (15% Total) | Female: 2,586 (53% Total)  Male: 434 (9% Total) |
| Race | Black American: 960  BA Male = 344 BA Female = 626  White: 858  W Male = 394 W Female = 464 | Black American: 1,378 BA Male = 169 BA Female = 1,209  White: 1,577 W Male = 251 W Female = 1,326 |

Of the total enrollment, 1,868 are enrolled in undergraduate degree programs with a total of 960 Black Americans (51% of undergraduate students). Furthermore, of all students enrolled in undergraduate classes, 1,063 are first-generation students, and 1,449 are classified as low-income individuals.

**STRENGTHS**

***Accessibility***

UWA offers students many things they might otherwise not have access to if attending a larger institution. For instance, the student to teacher ratio at UWA is 19 to 1, making one-on-one time with professors easily available, both during class and office hours. The university has an outstanding Information Systems (IS) department, important because today’s students expect to be connected to the larger world at all times and have free access to the internet anywhere on campus. For students who do not have access to a personal computer, UWA has numerous computer labs on campus for students to freely use. The Colleges of Education and Natural Science and Mathematics share four labs, while the Colleges of Liberal Arts and Business also share four; additionally, there is a large computer lab in the Julia Tutwiler Library and in the Student Union Building, and three dormitories have computer labs for student use. The PBI BEST Program also has a computer lab dedicated to BEST Fellows, and Student Support Services offers their computer lab for students who are eligible. IS keeps connections running smoothly to meet students’ demands and makes sure that each classroom is equipped to merge information directly into academic studies.

***Academic Programs***

UWA offers a variety of strong programs for students to choose from, online and on campus, making it easy to choose a field of study that fits a student’s lifestyle. Students can choose to pursue a bachelor’s degree in the liberal arts, business, or mathematics and science. Those who already hold a bachelor’s degree in education can continue their studies and earn a master’s degree in their field. The College of Education has the largest number of Black Americans enrolled with 1,490 students, while the College of Business has the largest percentage of Black Americans (56%) enrolled. Another strong benefit of attending UWA is affordability. Our institution prides itself on making quality education available to every student, regardless of finances, and has strong administration, faculty, and staff support to facilitate students in applying for and receiving grants, loans, and scholarships to help pay for school and transition to college life. In 2008, 977 (52%) students received Pell Grants, 304 received supplemental grants, and 2,994 obtained loans to pay for school. All students at UWA experience the unique sense of collegiality on this campus, which is promoted through interaction between student groups and strong student-professor relationships.

## ***Student Support Services***The university is very student oriented and well-aware of problems many students face while going to college. First generation and low-income students at UWA often are products of poor schools with poor teachers which result in poor preparedness. These students lack the experience of challenging curricula and demanding instructors. To counteract these factors, UWA offers a wide range of supportive services, including: Counseling Services, Gateway Program, Advisee Program, Upward Bound (Since 1979), BEST Program (PBI), Financial Aid, Remedial Courses, and a Tutoring Center. The presence of Student Support Services at UWA since 1977 and Upward Bound since 1979 is evidence that the institution understands and supports TRIO programs and students.

**WEAKNESSES**

***Student Life***

While there are many strengths UWA offers to students, there are weaknesses that should be addressed for maximum institutional efficiency and student success. Facilities on the campus are stretched thin to accommodate current activities. Classrooms are small and non-tiered, resulting in crowded classrooms despite the small student to teacher ratio. Conference rooms are often double-booked to get meeting spaces, and adequate on-campus housing is a growing problem.

Additionally, there is currently no central meeting place for students to gather when not attending classes. To further facilitate campus life, a student hub is needed to provide students a place for study groups or student group meetings. The greatest impediment to addressing these issues is funding. With the economic level of the region, finding the resources to address these weaknesses becomes a large hurdle to overcome.

***Academic Readiness***

While UWA has many resources available to help students on their way to achieving a higher education, the area is plagued with factors that decrease the chances of many Black Americans who desire a college-level education. The Black Belt Region of Alabama is burdened with an environment resulting in a wide range of social, economic, cultural, health, political and physical ills. The area is poor and economically underdeveloped. The demographics reported by the most recent Census Bureau Reports (2005) validate that the area is a poor, rural, undeveloped with low-achieving schools. These factors contribute to the area’s problems with high rates of obesity, extremely high levels of poverty, and low rates of educational attainment.

A weak K-12 educational system leaves many area students unprepared for college life. A high number and percentage of freshmen enter UWA with an ACT composite score of 18 or below, which grants them conditional admission, and thus a probationary period of two semesters to achieve a cumulative grade point average of 2.0 on a 4.0 scale. Of conditionally admitted students, 70% meet eligibility criteria for the SSS Program, according to fall 2008 semester surveys of entering freshmen (*Source: UWA Office of Student Affairs*).

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| Number and Percentage of Entering Freshmen with ACT Composite Score of 18 or Less | | | |
| *Year* | *Total No. Freshmen* | *No. Conditionally Admitted* | *% of Class* |
| 2006 | 354 | 140 | 40% |
| 2007 | 366 | 128 | 35% |
| 2008 | 310 | 122 | 39% |
| *Source: UWA Registrar’s Office* | | | |

Academic departments took a survey of classes during August 2009 in order to provide the total number of students and minority students currently enrolled in remedial courses. These results revealed that 76 students were enrolled in remedial English, with 49 Black American students (65%). Similarly, of the 228 students enrolled in remedial math classes for fall 2009, 159 were Black American students (70%).

***Priorities***

Of the weaknesses mentioned above, we have identified four priority areas directly impacting low-income and Black American students: (1) the need for external funds management and related resources for faculty, (2) ill-equipped laboratories in the Division of Nursing, (3) a lack of counseling services supporting online students, and (4) the need for improvements of the Campus School as childcare provider for Black American female heads-of-household *and* practical experiences for early childhood education majors.

**Funding Management**

The economic climate of the state and nation strongly affects funding of the small, state-supported institution of higher education. UWA experienced the proration rates of state funding during the past three years of 6%, 7%, and 3%. The following assumptions directly related to the financial status of the university were stated in the UWA Strategic Plan, 2009-2013:

* State funding will continue to decline as a percent of budget.
* Stimulus money will be available through 2011.
* Tuition will increase faster than the rate of inflation.

The purpose of Objective One, Administrative Management, Financial Stability, and Productivity of External Funding, is to reinforce the financial stability of UWA through an enhanced initiative to increase the productivity of external funding by the faculty and Office of Sponsored Programs. The Office of Sponsored Programs, formed in 2007, provides direct assistance to faculty and staff in the development of external funding initiatives. As with other areas of the institution, the services are limited due to funding. In 2007, discretionary grants comprised approximately $800,000 of the overall budget with few projects initiated by the faculty. The external funding has increased to approximately $2,115, 381 in 2010. Opportunities are available from federal and state sources that could increase the funding level by 10%. The increase in faculty involvement would affect funding but more importantly, it would greatly increase the capacity of the university to provide new, innovative, and cutting edge programs for students. Programs that are up-to-date provide the motivation for students to learn and achieve. Thus, the funding of programmatic and research ideas of faculty members increases opportunities for Black American students to achieve and learn.

**Acquisition of Nursing Equipment**

The Ira D. Pruitt Division of Nursing (DON) experiences complex issues in serving the Black American seeking a career opportunity in healthcare. First, the learner is ill-prepared to enter nursing. The non-traditional student struggles with the academic prerequisites required for admission. Secondly, once admitted, the student is faced with the multifarious problems of family, responsibility, classes, studying, clinicals, and frequently work. The socio-economic conditions of the geographic service area create health disparities that place heavier demands on the public health system, driving the need for sufficient numbers of trained nurses. At the same time, those socio-economic conditions limit the numbers of academically prepared nursing students. Underprepared students require more intensive training from prepared and dedicated instructors. Of Black Americans entering the nursing program, only 25% complete the program.

Objective Two, Division of Nursing Program Acquisition of Equipment, is designed for the establishment of an up-to-date simulation laboratory in the Division of Nursing with sophisticated technology and simulation mannequins for training students to become nurses and healthcare professionals well-prepared for the real world. Presently, the Nursing Program admits an average of 72 students each year with 36 % (in 2008) Black Americans. Of the 32 Black Americans entering as freshmen, 11 completed the program with 34% passing the State Nursing Licensing Exam. The average persistence rate is 31% over the past five years indicating that the Black American student is ill prepared for the program with the male having a much lower rate of completion. Establishing the simulation laboratory will enable the nursing faculty to provide a realistic learning environment with hands-on experiences. Students will learn by doing. The reinforcement of knowledge with increased skill development acquired through problem solving and discovery learning in the simulated laboratory will motivate students toward improved performance and increased completion rates.

**Counseling Services for Online Students**

To improve persistence and graduation rates of low-income and Black Americans, Objective Three, Strengthening Online Counseling Services, aims at increasing the capacity of the institution to offer support through the implementation of online assessment, live chat counseling, and interactive support groups to students enrolled in distance learning courses through UWA. Services such as counseling are vital in helping students cope with the pressures and anxieties of life that are inevitable. Fifty-six percent of UWA students are enrolled online, the majority returning students who are married with families, or who are juggling full or part-time jobs while trying to earn a degree. UWA’s Counseling Services staff is experienced in online education and certified in distance counseling. Distance learners are often relieved to find a support system available to help manage their time and efforts better. The Counseling Office and the Division of Online Programs have concerns about the capacity of UWA to provide effective guidance to online students. Nineteen per cent of online students received course grades of incomplete and the average GPA for online undergraduate students is .57 points below the desired GPA for admission to master’s degree programs. Furthermore, over 72% of UWA’s online enrollment is from out-of-state, and at least 42% are from 200 miles away or more, making clear the need for an online live counseling service.

**Campus School and Media Library**

The UWA Campus School operates as a department within the College of Education with very strong ties to the Division of Teacher Education. Early Childhood Education faculty work very closely with the Campus School director and teachers in developing the Pre-K and Kindergarten programs. Objective Four, Improvements of Campus School and Early Childhood Media Library, is designed around the reconstruction and improvement of the UWA Campus School (for children ages 3-5) as both a laboratory for hand-on experiences for Black Americans completing a degree in Early Childhood Education *and* to provide childcare for the Black American female heads-of-household. Presently of the children enrolled, 21 of 45 children have parents as full-time students. The renovation of the school will increase the capacity to 65 children and will serve as an impetus for the improvement of education courses in Early Childhood Education. The goal is to establish a program that will serve as a model program.

**SECTION II. PROJECT DESIGN**

The PBI Black Belt Project will positively impact Black American students enrolled in classes at UWA by enhancing the quality of support services, nursing education, funding infrastructure, and counseling services. The project focuses on the specific improvements of areas that have the greatest effect on minority students. National data related to both female and Black American students indicates that family responsibilities impact success, retention, and persistence rates. Thus, the campus school enables female students for whom child care is a barrier to succeed. Improved learning experiences will make a difference in the retention rates of Black American students in the Division of Nursing. Persistence rates of Black American students enrolled in on-line courses could be improved through online support groups and counseling services. The capacity of faculty to address learning diversity and cultural problems prevalent among minority students can be improved by increasing external funding for new and innovative programs. The planning team has completed an assessment of weaknesses directly impacting low-income and Black American students and developed a four-pronged approach to address the following weaknesses: (1) need for external funds management and related resources for faculty; (2) need for improved student service programs for Black American female heads-of-household *and* practical experiences for Early Childhood Education majors; (3) ill-equipped laboratories in Division of Nursing; and (4) lack of counseling services to support online students. By focusing on the specific areas, the PBI Black Belt Project will have a positive impact on Black American students at UWA throughout their college studies and future careers. The project will improve program completion and retention through improvement of specialized services and enhancement of learning opportunities.

**GOAL OF PBI BLACK BELT PROJECT**

The goal of the PBI Formula Project is the enhancement of the UWA’s capacity to expand learning opportunities for low-income and Black American students as a means of improving enrollment rates, retentions rates, and persistence rates.

**IMPLEMENTATION PLAN**

The result of the needs assessment by the PBI planning team resulted in four clearly defined objectives which address the identified weaknesses. Objectives have been carefully planned as the vehicle to assure maximum results.

**Objectives**

**I. Build the capacity of the institution to improve external funding through the improvement of administrative management and increased faculty participation.**

In the planning process completed by the representative planning committee, strong financial management and increased productivity in external funding were central to building the capacity of the university. Objective One will be implemented by the staff of the Office of Sponsored Programs through the following specific activities:

1.1 Professional development for staff of Office of Sponsored Programs to facilitate increased external funding throughout the campus including training of staff and up-to-date applications, software and technology.

1.2 Connectivity to internet research bases of available grants and funding opportunities.

1.3 Workshops for faculty in grant writing and program development to enhance research and innovative curriculum ideas that strengthen the capacity of the individual colleges and divisions to meet the needs of the low-income and Black American students.

1.4 Training of financial staff in financial management of restricted funds received from federal, state and private sources.

**II. Improvement of laboratory space and functionality by acquiring simulated laboratory equipment to provide hands-on learning experiences for nursing students that impact completion and success of Black Americans in careers in health care.**

While the Division of Nursing (DON) has been self-sufficient in regards to general operation, the present budget does not allow for funds required for cutting edge laboratories and clinical experiences. The application for funding of the PBI Formula Grant Program will enable the DON to infuse technology thus making nursing education cutting edge. Presently, available state and federal funding levels allow for the sustainability of nursing education on the UWA campus, but do not allow for innovative and cutting edge changes. The creation of the simulated laboratory in the DON will greatly improve the capacity of the program to prepare low-income and Black American students for successful careers in health care. Nursing faculty will revise the present curriculum to include activities based on application of theory, discovery learning, and problem-solving. The activities required to establish the simulated laboratory include the following:

2.1 Design and renovation of laboratory space.

2.2 Purchase and installation of simulation mannequin and related equipment.

2.3 Training of nursing staff on laboratory equipment.

2.4 Integration of simulation into curriculum.

2.5 Lab courses with hands-on activities.

**III. Improve the academic success of Black Americans enrolled in online courses through the development of interactive counseling support systems including interactive Live Chat and small group sessions.**

The purpose of Objective Three is to improve persistence rates and graduation rates of Black American students, generally non-traditional, enrolled in online courses by strengthening the counseling support activities. Presently, UWA has over 2,780 online students compared to 2108 residential students. The demand to reach students in need of support services is imperative. The following activities have been formulated as the framework for success of the objective.

3.1 Hire an Online Counselor to meet needs of online students.

3.2 Installation of technology support including online assessment options.

3.3 Initiate live counseling support for online students.

3.4 Develop & Implement faculty referral process for student concerns.

3.5 Establish webinars, chat rooms, blogs, and small group interactive sessions.

**IV. Renovation and improvement of Campus School (Ages 3-5) as both laboratories for participatory learning of Black American Early Childhood majors and to provide child care for Black American female head-of-household enrolled at UWA.**

The Campus School has long served a multi-faceted role on the UWA campus. The school provides learning experiences for children ages 3-5; the facility provides hands-on experiences for students majoring in Early Childhood Education; and the school provides childcare for students, particularly female Black American heads-of-household, in which child care is the constant barrier to seeking educational goals. The PBI Black Belt Project will enable UWA to renovate space at the school into a new and well-equipped classroom/laboratory and media library as an integral part of the school. The renovation will enhance the learning activities provided to children and expand the capacity of the facility to provide needed resources to education majors. Simultaneously, the school offers a solution to Black American females in need of child care. The objective includes the following activities:

4.1 Develop renovation plans for classroom/laboratory and media library.

4.2 Hire contractor and complete renovation.

4.3 Establish classroom/laboratory area for children.

4.4 Establish Early Childhood Media Library for education students.

4.5 Implement revised activities in campus school curriculum and College of Education courses.

This program will motivate Black American students to excel academically by providing advanced instructional technology, facilities, and alternative counseling services to enhance UWA’s capacity to expand the opportunity of Black Americans in the Black Belt Region to achieve the goal of earning a degree in higher education. The equipment and technology will provide an opportunity for learning experiences to assure students will have the technological and critical thinking skills to succeed in future careers. Enhanced technology and upgraded facilities are a source of pride for students focused on becoming outstanding professionals in their fields. The project addresses funding management by providing capacity building activities for the Office of Sponsored Programs and faculty. The project will increase the Black American retention and graduation rates at UWA as well as to provide enhanced services and facilities for the minority students to achieve their educational goals and degrees.

**PROJECT OUTCOMES**

The PBI Black Belt Project has clearly defined and measurable outcomes specifically correlated to the program objectives.

**OBJECTIVE I: Build the capacity of the institution to improve external funding through the improvement of administrative management and increased faculty participation.**

Objective One is to strengthen the financial stability of UWA through an enhanced initiative to increase the productivity of external funding by the faculty and Office of Sponsored Programs.

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| **MAJOR ACTIVITIES IN  MEASURABLE TERMS** | **ANTICIPATED RESULTS TO  MEASURE SUCCESS** |
| 1. To improve the Office of Sponsored Programs (OSP) with up-to-date technology including connectivity to research engines research staff to identify funding sources, and capacity to provide current information to faculty and staff. | 1.1 Assessment of up-to-date technology needed by OSP including computers and connectivity.  1.2 Plan for updating technology infrastructure plan for faculty and OSP.  1.3 Connectivity of faculty and staff to research engines for current information on external funding.  1.4 Training for professional staff in grant development. |
| 2. To establish a comprehensive grant development training program for faculty to encourage research and innovative curriculum ideas, assistance in grant applications, and technical assistance during the implementation process and post award activities. | 2.1 Identify training needs of colleges and divisions.  2.2 Develop monthly seminars and workshops for faculty in grant development.  2.3 Technical assistance program in grant development to assist 3 colleges and 3 divisions. |
| 3. To improve the financial services of the university to administer restricted funds received from Federal, state and private sources including training of staff and up-to-date software and technology to assure implementation of approved accounting procedures for efficiency and compliance. | 3.1 Assess needs related to financial services of Office of Finance related to restricted funds.  3.2 Equip office of restricted accounts to provide services related to budgetary matters.  3.3 Provide trained staff to assist with external funding budgetary matters. |

**OBJECTIVE II: Improvement of laboratory space and functionality by acquiring simulated laboratory equipment to provide hands-on learning experiences for nursing students that impact completion and success of Black Americans in careers in health care.**

This Objective is to create an up-to-date simulation laboratory with advanced technology, audio-visual monitoring, and training mannequins in the Division of Nursing to train student nurses to become nurses and healthcare professionals prepared for the real world. Presently, UWA prepares 48 students per year to enter the field of nursing with an Associate Degree and licensure as a Registered Nurse. The program has outstanding partners for clinical experiences and dedicated teachers. Due to the decrease in funding over the past 6 years, the division does not have the technology-based simulation laboratory that will assure high quality training for student nurses. The average retention rate for a student entering the program is 51%. The remodeling and updating of equipment and the redesign of the curriculum will increase the retention rate while meeting the high demand for nurses in the targeted area.

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| **MAJOR ACTIVITIES IN  MEASURABLE TERMS** | **ANTICIPATED RESULTS TO  MEASURE SUCCESS** |
| *1. Simulation Learning* Enhanced technology in nursing education will upgrade the patient-care and technical skills of 150 student nurses annually. Simulation technology provides a safe, non-threatening experiential environment for student nurses while helping students develop critical thinking and decision making skills and encouraging team work. The students enrolled in nursing education will complete laboratories experiences in the simulation laboratory during semesters 2, 3, and 4. | 1.1 Increase patient-care skill development as evidenced by 85% competency level of 75% of the nursing students. (Rate recommended by the National League for Nursing.)  1.2 Strengthening of capacity of Division of Nursing by improvement in teaching facilities and learning experiences. |
| *2. Retention Rate*  To increase the retention rate from 51% to 65% thus increasing students completing from 48 to 62 each year. Realistic learning opportunities and revised curriculum will improve learning and increase retention. | 2.1 Increase retention rate by 14%.  2.2 Increase licensure rate (passage rate from 84% to 90%) |

**OBJECTIVE III: Improve the academic success of Black Americans enrolled in online courses through the development of interactive counseling support systems including interactive Live Chat and small group sessions.**

Objective Three is to strengthen the University’s support activities to improve persistence rates and graduation rates through the enhancement of University counseling services to include comprehensive support on the University online program. Presently, UWA has over 2,780 online students compared to 2108 residential students. The demand to reach these students with needed support services is imperative. The following objectives have been formulated as the framework for success of the objective.

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| **MAJOR ACTIVITIES IN  MEASURABLE TERMS** | **ANTICIPATED RESULTS TO  MEASURE SUCCESS** |
| 1. To implement a comprehensive counseling program for online Black American students that provides strong support for students. | 1.1 Program established to serve online students including blogs, e-mail, chat rooms, and access to live campus support groups. 50% of online students use one or more service. |
| 1. To improve retention rates and GPA’s of online Black American students by providing effective guidance and online counseling. | 2.1 Improve retention rate of UWA online students by 10%.  2.2 Improve GPAs of online students by 5%.  *Currently 62 % average for SY 09/10. The Online Education Database indicated only 7 online colleges with retention rate over 75% and only 9 with graduation rates over 50 percent.*  *2.3* Decrease rate of grades of “Incomplete” for online courses by 10%. *19% of students in Sp 2 2010 had Incompletes*  *Avg. GPA UG avg. SP 10 = 2.43* |
| 3. Increase the number of Black American  students completing undergraduate and  graduate degrees from UWA. | 3.1 Increase the present rate of graduation of online students from 36% to 50%. |

**OBJECTIVE IV: Renovation and improvement of Campus School (Ages 3-5) as both laboratories for participatory learning of Black American Early Childhood majors and to provide child care for Black American female head-of-household enrolled at UWA.**

Objective Four’s aim, Improvement of the Campus School and Early Childhood Media Library, will enable the school to increase the number of children serve from 45 to 65. It is anticipated that 35 slots will be for full-time Black American students who are female heads-of-household. The renovation will include moving the Early Childhood Media Library to the campus school where it can be accessible to students majoring in the field while allowing improvement of curricular materials.

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| **MAJOR ACTIVITIES IN  MEASURABLE TERMS** | **ANTICIPATED RESULTS TO  MEASURE SUCCESS** |
| 1. Completion of classroom and Media Library in the Campus school. | 1.1 Increase capacity of school by 20 students with 30% increase in children of BA full-time students.  1.2 Increase in participation of early education majors in campus school activities by 30%. |
| 2. Revision of campus school curriculum to integrate Media Center and technology. | 2.1 Enhancement of activities of 3 age levels by increasing use of technology.  2.2 Participation of 30 students/semester in activities of school.  2.3 Inclusion of participatory activities in 3 Early Childhood Courses. |
| 3. To enhance Campus School as model for the State of Alabama early childhood education. | 3.1 Publish objective successes in institution newspaper and website, and submit reports to state and federal publications.  3.2 Host state meeting at school as demonstration site.  3.3 Two workshops for practicing teachers in the area. |

**SECTION III: PROJECT SERVICES**

The services planned in the Predominantly Black Institutes Project are very specific services designed to strengthen the capacity of UWA to serve the Black American students enrolled in both the on-campus programs and the on-line programs. The present enrollment of Black Americans at UWA is 52% on campus and 43% online. Careful analysis of the targeted students indicates that a higher percentage need remedial courses and support services to succeed. Implementation of the project will enhance services provided as a means of improving the educational opportunities for the Black American student. Each objective is formed around needs that will impact students. The activities are primarily capacity building, thus will impact learning for many years.

**Objective I: Administrative Management, Financial Stability, and Productivity of External Funding**

**Services:** The objective includes activities to increase the funding base of the university. In order to enhance financial stability and administrative management, specific services will be provided:

* Training of the Office of Sponsored Programs Staff
* Professional Development for Faculty in Grant Writing and Program Implementation
* Research services in funding opportunities
* Training for restricted accounts personnel in financial services
* One-on-One assistance for faculty in program funding

The basic premise of the objective is to enable the faculty to develop new programs and ideas by seeking funding from external sources. Funds for state institutions are marginal, but faculty members with innovative ideas can locate funding sources with available assistance and tools.

**Appropriate to Needs of Black American Students:** The services are directed toward faculty. Improvement of the learning environment always impacts the students involved. Additional funding will assure students have the latest technology and cutting edge knowledge available to prepare for the global world. Black American students from the Black Belt region are unaccustomed to learning environments requiring interaction and participation. Development of new and innovative ideas will motivate student to become active in the learning environment and reach beyond West Alabama.

**Improvements in Practice:** The Office of Sponsored Programs was organized three years ago. The University has supported the office, but the key to success of the office is the enhancement of services throughout the campus which requires a strong infrastructure. The PBI Black Belt Project will enable the office to train staff, provide quality professional development for faculty, and improve the resources available in external funding. The improvements will change the entire attitude of faculty as knowledge is put into practice. Increase funding means increased programs with increased opportunities for students, thus the quality of knowledge and learning is impacted.

**Objective II: Division of Nursing Program Acquisition of Equipment**

**Services:**  The improvement of the Division of Nursing will make a real difference in the quality of education available on the campus now. The primary idea is to establish a Simulation Laboratory in nursing that is technology based. The services available to the students appear typical, but in essence they are not the norm in the Black Belt Region.

* Specialized laboratory experiences
* Programmable mannequins
* Discovery learning
* Hand-on Experiences

**Appropriate to Needs of Black American Students:** The simulation laboratory for the nursing students will change the entire learning environment for the struggling student. The persistence rate of Black Americans in nursing is critical while the need for healthcare professional is more critical. The new laboratory experiences will make nursing care a real experience while motivating students to learn. The student who finds learning basic theory difficult will now be able to put the theory into a situation relevant to the world of work. Students will be better prepared for the advanced course and clinical experience thus completion rates will increase.

**Improvements in Practice:** The present laboratories of the Division of Nursing are out-of-date with little new technology. The new laboratory will provide cutting edge technology. Mannequins can be programmed with diseases, students will experience decisions making, and teachers can correlate classroom knowledge with skill development. The improvement in the Nursing program is immeasurable.   
**Objective III: Strengthening Online Student Counseling Services**

**Services:** Universities across the nation are experiencing tremendous growth in the number of online students. Students living busy lives with responsibilities find online education an opportunity to take courses and enhance their education. UWA’s Online Program has grown at a rapid rate with more students enrolled than residential students. As the number of students soars so has the persistence rate and retention rate declined. The Counseling Center and the Division of Online Programs have merged their efforts to provide support services for the online student. The one-on-one support and related services available on campus are limited for the online student. The objective will put a comprehensive support system for online students in place.

* Professional counselor available to online students
* Online chat rooms (secure)
* Blogs and connectivity to instructors
* Webinar seminars related to stress management
* Individual assessments completed online
* One-on-one counseling available

**Appropriate to Needs of Black American Students:** The Black American Student in the targeted region frequently is unprepared for college. The same student is unable to adjust to online courses in which self-discipline and time management are imperative. The online counseling initiative will provide a strong support system for the large number of Black American students enrolled in online courses. The student will feel a part of a group and learning can become participatory with other students. The objective is expected to increase retention and persistence of the minority student.

**Improvements in Practice:** The Online Counseling Service will be a model for other institutions. Presently, UWA provides advising in course selection and registration, but no support service in coping with the stress of college and personal lives. The project is a tremendous improvement since we are beginning at ground level.

**Objective IV: Improvement of Campus School and Early Childhood Media Library**

**Services:** The Campus School, located in the old armory building on campus, has a need for much remodeling and renovation. The new Dean of the College of Education plans on developing the school into a model pre-school for the State of Alabama. The first step is combining resources of the College of Education and the campus school to strengthen Early Childhood Education and provide strong programs for the children enrolled in the campus school. The project will enhance the following services:

* Childcare and education for children of Black American students
* Participatory experiences for Early Childhood majors
* Media Library services specializing in early childhood
* Resource services for the campus school teachers
* Demonstrations for teachers in the state and region.

**Appropriate to Needs of Black American Students:** Renovation and improvement of the campus school will address the needs of the Black American student in two very specific ways. First, Black American student who face the barrier of childcare will have services available to them on the campus. Second, over 54% of Early Childhood Majors are Black American. The renovation of the school will provide an outstanding learning environment and up-to-date resources. The experience and learning environment provide at the school will assure that the students are well prepared to become outstanding educators, which are in high demand in the Black Belt.

**Improvements in Practice:**  The present Campus School needs improvement. The project will improve one classroom to serve as a model classroom for the school. It is hopeful this will be the beginning of a domino effect for the school. The placing of a specialized Media Center for Early Childhood will represent the universities commitment to preparing quality teachers for the Black Belt Region. The improvements represent the commitment of the university to teaching as a profession and to children in the area. The improvements will begin a process of moving the College of Education into the technological world of the 21st Century.

**SECTION IV: PROJECT PERSONNEL**

Rodney Granec, Associate Director of the Office of Sponsored Programs will act as Project Director for the PBI Black Belt Project. He is well-qualified to serve in this capacity, having over eight years experience in federal sponsored awards management. He is a leader within the institution and serves as chairperson for committees of several external national organizations. Mr. Granec has provided support to faculty on campus with post award procedures and reporting requirements for federal agencies.

As Project Director, he will ensure all activities meet the required goals of each objective within the project. He will ensure that all procedures go through appropriate channels and that the operation of the project remains congruent with the overall goals of the institution. Mr. Granec will supervise the Objective Coordinators and assist with monitoring. The Project Director will also ensure activities are coordinated in a manner that will facilitate maximum effectiveness and utilization of program resources and personnel will assist in the recruitment of program personnel and assistance staff in the coordination of external resource personnel.

Mr. Granec will oversee the preparation and submitting of fiscal and technical reports relating to the project for both the institution and the U. S. Department of Education. As well as coordinate the writing/submissions of annual performance reports. He will ensure all expenditures in the project are allowable according to project guidelines and maintain control over the budget and responsibility for the appropriate utilization of funds. Mr. Granec will ensure that all external contract arrangements are operating and executed according to schedule and policy, and work with the Objective Coordinators to conduct necessary bidding as appropriate.

**Objective I: Administrative Management, Financial Stability, and External Funding**

The Director of the Office of Sponsored Programs (OSP), Rebecca Harvard will serve as Coordinator for Objective One. Dr. Harvard has 20 years of experience in grant development and external funding. Her educational background includes graduate studies in Educational Leadership, Adult Education, and Vocational Education. Her expertise includes needs assessment, grant writing, program implementation, program management, and program evaluation. Throughout her career in sponsored programs, she has served as peer reviewer, grant writer, and external evaluator for the Department of Education, HUD, and the Department of Justice. She will work with the Project Director to ensure the Objective One goals are achieved within the proposed timeline. Her effort of 5% will be part of UWA’s contribution.

The Dean of Natural Sciences and Mathematics, Dr. Venkat Sharma, will serve on the Funds Management team. Dr. Sharma is currently the Chairperson of the OSP Advisory committee, providing suggestions and evaluating the office’s proficiency in external funding. He will assist the Coordinator in ensuring the objectives of Strengthening Funds Management correspond with desired outcomes. His effort of 3% will be part of the UWA contribution.

A part-time Research Assistant will be hired to assist in identifying external funding opportunities. Qualifications for this position require extensive computer research abilities with a minimum of an associate’s degree, though a bachelor’s degree in a related field is desired. The Research Assistant will assist in creating additional OSP policies and procedures pertaining to funds management and assisting in the implementation of faculty grant workshops. This individual will work 20 hours a week for 38 weeks under the supervision of the Objective One Coordinator.

**Objective II: Division of Nursing Program Acquisition of Equipment**

The Coordinator of Objective Two is Mrs. Marsha Cannon, M.S.N., R.N., Chair of the Division of Nursing. The Project Coordinator is responsible for the program from its inception to the evaluation and submission of the final reporting. She will work with the Project Director to ensure correct implementation and maximum efficiency of objective components. The Coordinator’s role consists of obtaining nursing simulated laboratory equipment and establishing a laboratory design for the project. Mrs. Cannon has an expertise in student preparation and client education. The Coordinator will provide leadership for the activities at 5% FTE.

Mrs. Deborah Carlisle, CRNP, will serve as Simulation Laboratory Coordinator. Her responsibilities will include working with the PBI Black Belt Project Director and Objective Two Coordinator to complete the simulation laboratory and revise curriculum materials. She is presently an Assistant Professor in the Division of Nursing. Her responsibilities include course coordinator for over 100 students, implementing the clinical and simulation laboratory groups, and student lectures on topics relevant to the entry-level registered nurse. Mrs. Carlisle will assist the Coordinator in obtaining materials and equipment for all activities during the project. Additionally, she will keep records of all activities and supervise the data collection, storage, and reports required for the objective. Mrs. Carlisle possesses outstanding qualifications with experience at all levels of nursing practice, including training as family nurse practitioner and emergency education coordinator and she meets the requirements of a registered nurse as a licensed Certified Registered Nurse Practitioner. As Simulation Laboratory Coordinator, she will oversee the day-to-day activities in the development of the Simulation Laboratory 15% FTE.

**Objective III: Online Student Counseling Services**

The Director of Counseling, Mary Ann Hollingsworth, PhD., LPC, will serve as Coordinator of Objective Three. Dr. Hollingsworth has over 23 years experience in a diverse areas of counseling. She will be responsible for insuring that each objective and expected outcome of the objective is met. Her expertise includes primary school counseling, hospital therapy in an intensive outpatient unit, and personnel and administrative officer in the United States Army. She will work closely with the Part-Time Licensed Professional Counselor to implement this project. The Coordinator will provide leadership for the activities at 10% FTE, provided by institution. This allows for oversight time of a professional licensed counselor, an education coordinator, and working with consultants.

The Coordinator of Retention, Mrs. Lawanna Walker, coordinates peer tutoring for UWA students and service learning for freshmen through Freshman Seminar classes. Her role will be to provide academic counseling and skills training for students who experience academic struggles, and assist in proactive measures to lessen withdrawals and attendance problems. Working directly with the Coordinator, Mrs. Walker’s effort will be 15% FTE contributed by UWA.

The Part-Time Licensed Professional Counselor (TBH) will work 20 hours per week, many of which will be outside normal business hours to better accommodate online students. This employee will work alongside the Project Coordinator and provide data pertaining to the quantity of online counseling requests throughout the duration of the program.

**Objective IV: Renovation of Early Childhood Classrooms and Curriculum Library**

Objective Four Coordinator will be Dr. Kathryn Chandler, Dean of Julia S. Tutwiler College of Education. She has been instrumental in creating a model Early Childhood Educational program that will serve as a model center in best practices for institutions throughout the region. Dr. Chandler has over 13 years experience in the fields of Early Childhood Education and Curriculum Development.

Her role as the Objective Four Coordinator is to ensure that renovations of the Campus School - currently situated in an old National Guard Armory facility - will provide ample space to house the Early Childhood Education classrooms for student teachers in the College of Education. Additionally, this renovated facility will house a improved area for the Curriculum Library. She will work directly with Dr. Andrea Minear, the interim Campus School Director, Mrs. Sheletha Ross, Curriculum Librarian, and Mr. Bob Holycross, Director of Physical Plant. The Coordinator will provide leadership for the activities at 8% FTE. Her time will be a commitment from the institution.

Dr. Andrea Minear, interim Campus School Director, will assist the Coordinator in the model Childhood Educational Program facility renovations. Dr. Minear has over 13 years experience in early childhood education and is a professional member of various nationally recognized organizations pertaining to American education studies and research. As a new faculty member at UWA, she will bring innovative ideas from her experience to assist in the development of a model Early Childhood Educational program in West Alabama and East Mississippi. She will provide 10% of her academic year effort to this project, to be contributed by UWA.

**SECTION V. RESOURCES**

The University of West Alabama’s Provost, Dr. David M. Taylor, commits to the success of the PBI program by providing additional needed resources. The cost of time and effort of each of the project personnel (except for that of the Part-Time Licensed Professional Counselor) are being provided by the UWA. Additionally, the expertise of many other departments of the institution will be readily available throughout the project’s duration.

* Office of Institutional Effectiveness: Provide data tracking information pertaining to reporting for each Objective including data on retention and persistence rates.
* Office of Sponsored Programs: Preparation and submission of required reports. The Project Director and Coordinator will commit time required for implementation and management of project.
* UWA Business Office: Provide support for budgetary compliance and the Financial Aid Director will provide support for the awarding of grant-aid.
* Office of Information Systems: Assistance in the installation and support of technical hardware/software and telecommunications components of each activity. This includes working with the Coordinator of Objective Two in the acquisition of nursing laboratory equipment and installation of computer and network lines, as well as securing lines for the Online Counseling aspect of Objective Three and the installation of computers and rewiring of required network lines in Objective Four’s Renovation of Early Childhood Classrooms and Curriculum Library.
* Media/Studio 96: The Media/Television Studio will provide video support (if needed) for the nursing laboratory video equipment installation and support.

**SECTION VI: PROJECT MANAGEMENT**

The management plan is structured to assure that all activities are completed and the objectives of the project are met on a timely basis within the budget. The project will be directed by Rodney Granec, Associate Director of the Office of Sponsored Programs. His responsibilities will include regular meetings with the Objective Coordinators, approval of budgetary matters, site visits related to activities, and monitoring the overall progress of the project. In addition, he will provide training to the coordinators in the documentation procedures, purchasing procedures, and implementation of the project. Each objective will be managed on a daily basis by the Objective Coordinator. The responsibility of the coordinator is to facilitate the implementation and completion of the activities delineated for each objective in a timely manner and within budget.

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| **OBJECTIVE I: ADMINISTRATIVE MANAGEMENT, FINANCIAL STABILITY, AND PRODUCTIVITY OF EXTERNAL FUNDING** | | | | | | |
| **Objectives** | **Responsibilities** | | **Timeframe  From To** | | **Milestones** | |
| 1. Professional development for staff of Office of Sponsored Programs to facilitate increased external funding throughout the campus including training of staff and up-to-date applications, software and technology. | Project Director, R. Granec  Coordinator,  R. Harvard | | Oct. 2010 – Sept. 2011 | | * Research available professional development conferences * Register & attend conference * Develop grant applications from colleges and divisions | |
| 2. Connectivity to internet research bases of available grants and funding opportunities. | Coordinator,  R. Harvard  IS, Mike Pratt | | Oct. 2010 – Sept. 2011 | | * Registration to new/more electronic grants resources | |
| 3. Workshops for faculty in grant writing and program development to enhance research and innovative curriculum ideas that strengthen the capacity of the individual colleges and divisions to meet the needs of the low-income and Black American students. | Coordinator,  R. Harvard | | Oct. 2010 – Sept. 2011 | | * Fall 2010 grant writing workshops * Spring 2011 grant management workshops | |
| 4. Training of staff and the purchase of available resources in financial management of restricted funds received from federal, state and private sources. | Project Director, R. Granec  Coordinator,  R. Harvard | | Nov. 2010 – May 2011 | | * Restricted Acct Office * Training of restricted accounts Specialist Research available professional development conferences | |
| **OBJECTIVE II: DIVISION OF NURSING PROGRAM ACQUISITION OF EQUIPMENT** | | | | | | |
| **Objectives** | **Responsibilities** | | **Timeframe  From To** | | **Milestones** | |
| 1. Design and renovation of laboratory space. | Project Director, R. Granec  Coordinator,  M. Cannon | | Oct. 2010 – Dec. 2011 | | * Meeting to establish facility renovation blueprints and logistics * Start contractor bids for renovations * Hiring of a team to complete renovations | |
| 2. Purchase and installation of simulation mannequin and related equipment. | Coordinator,  M. Cannon IS, Mike Pratt | | Jan., 2011 – Feb. 2011 | | * Purchase of SIM Lab equipment & supplies * Installation of SIM Lab equipment & supplies | |
| 3. Training of nursing staff on laboratory equipment. | Coordinator,  M. Cannon  SIM lab instructor, D. Carlisle | | Jan., 2011 – Feb. 2011 | | * SIM lab training sessions for faculty | |
| 4. Integration of simulation into curriculum. | Coordinator,  M. Cannon  SIM lab instructor , D. Carlisle | | June, 2011- Aug. 2011  Ongoing | | * Curriculum revision including equipment & SIM lab * Students begin using SIM lab * Students achieve higher scores in nursing | |
| 5. Lab courses with hands-on activities | Coordinator, Marsha Cannon SIM lab instructor, D. Carlisle | | July 2011-  Ongoing | | * Compile baseline data for nursing student retention/NCLEX score * Track and compare data post-SIM lab | |
| **OBJECTIVE III: ONLINE STUDENT COUNSELING SERVICES** | | | | | | |
| **Objectives** | **Responsibilities** | | | **Timeframe  From To** | | **Milestones** |
| 1. Hire an Online Coordinator to meet needs of online students. | Project Director, R. Granec  Coordinator, A. Hollingsworth | | | Aug. 2011- Sept. 2011 | | * Hire Part-Time Licensed Professional Counselor * Train counselor in online counseling procedures |
| 2. Installation of technology support, online assessment options. | Coordinator, A. Hollingsworth IS, Mike Pratt | | | Oct. 2010 – Feb. 2011 | | * Purchase of equipment & supplies * Installation of equipment & supplies |
| 3. Initiate live counseling support for online students. | Coordinator, A. Hollingsworth IS, Mike Pratt | | | March 2011- Sept. 2011 Ongoing | | * CryptoHeaven/WebEx training sessions for faculty/staff |
| 4. Develop & Implement faculty referral process for student concerns. | Coordinator, A. Hollingsworth, Licensed Prof. Counselor (TBH) | | | May 2011- Sept. 2011 Ongoing | | * Compile baseline data showing need for referral process * Track referrals to monitor progress |
| 5. Establish webinars, chat rooms, blogs, and small group interactive sessions. | Coordinator, A. Hollingsworth Licensed Prof. Counselor (TBH) IS, Mike Pratt | | | Aug. 2011- Sept. 2011 Ongoing | | * Establish effective counseling activities * Track student satisfaction through collected data |
| **OBJECTIVE IV: RENOVATION OF EARLY CHILDHOOD CLASSROOMS AND CURRICULUM LIBRARY** | | | | | | |
| **Objectives** | | **Responsibilities** | | **Timeframe  From To** | | **Milestones** |
| 1. Develop renovation plans for classroom/laboratory and media center. | | K. Chandler,  Coordinator  Director, A. Minear | | Oct. 2010 – Dec. 2011 | | * Meeting to establish facility renovation blueprints and logistics |
| 2. Hire contractor and complete renovation. | | K. Chandler,  Coordinator  Director, A. Minear  Director of Physical Plant, Bob Holycross | | Dec. 2011 – March 2011 | | * Start contractor bids for renovations * Hiring of a team to complete renovations |
| 3. Establish classroom/laboratory area for children. | | K. Chandler,  Coordinator  Director,  A. Minear | | April 2011 – May 2011 | | * Designate design plan for maximum effectiveness * Ensure all safety codes are adhered to |
| 4. Establish Early Childhood Media Center for education students. | | K. Chandler,  Coordinator  Director,  A. Minear | | June 2011 – July 2011 | | * Begin merging contents of old curriculum library * Installation of necessary equipment * Establish curriculum |
| 5. Implement activities in campus school curriculum and College of Education courses. | | K. Chandler,  Coordinator  Director, A. Minear | | Aug. 2011 – Sept. 2011 Ongoing | | * Introduction of new curriculum * Introduction of improved learning techniques for model school * Integrate participatory activities into 3 courses. * Host state and area workshops for practicing teachers * Dissemination of information by web sites and publications |

**Procedures for Feedback and Improvement**

The PBI Team will begin with work session to outline the activities to be completed with specific tasks and weekly calendars. The team will meet monthly throughout the project to discuss progress and identify barriers. The project director will do weekly on-site visits with each coordinator to assure that project is on a timely schedule and provide assistance when needed. During the weekly meetings and month work sessions, each coordinator will report progress and revisions will be made as needed. The project is structured to allow the charting of work as it is completed. Realizing that no plan is foolproof, improvements will be made as needed according to the following procedure:

1. Meeting with Project Director and Coordinator

2. Analysis of areas of concern

3. Restructuring of plan for improvement by Coordinator

4. Approval of Project Director

5. Approval of Program Specialist of Department of Education when necessary.

**SECTION VII: EVALUATION PLAN**

The PBI Black Belt Project is designed to improve and enhance the capacity of UWA to increase the retention rate, persistence rate, and performance of Black American students enrolled as full-time students and online students. The project is structured around four objectives and each objective is measured qualitatively and quantitatively to ensure maximum assessment. The evaluation of the project will begin when the project starts and will be continuous for the 12 months of the project. The program evaluation will be continuous, with the Project Director as technical assistant to provide expertise and to assure that the project remains on schedule and that data is collected and interpreted properly. The project will be monitored on a monthly, quarterly, and annual schedule to determine outcomes and areas of needing revision.

Evaluation will determine the following by using both formative and summative methodology: (1) Extent to which the tasks outline in the schedule are completed in a timely manner, (2) Extent to which the objectives have been accomplished, (3) Extent to which the project has met intended purposes and goals of the PBI Black Belt Project, and (4) The extent to which the project has retained internal consistency and integrity.

The formative evaluation is primarily qualitative and analyzes the on-going completion of activities. Summative evaluation involves the compilation of data to determine achievement of the project goals and objectives at the end of the project, including annual and final reports. The proposed evaluation design is a thorough system of monitoring activities and progress based on the management plan and timeline. Data will be collected and maintained from project coordinators with monthly meetings for the PBI Team and weekly site visits by the project director. Formative evaluation will monitor whether the project is proceeding according to the timeline, whether the project resources are used effectively, and whether there is proper provision of information for the changes and improvements.

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| **OBJECTIVE I: ADMINISTRATIVE MANAGEMENT, FINANCIAL STABILITY, AND PRODUCTIVITY OF EXTERNAL FUNDING** | | | |
| **Evaluation Plan** | | | |
| **Objectives** | **Data Collection Procedures** | **Data Analysis Procedures** | **Formative/ Summative Results** |
| 1. To improve the Office of Sponsored Programs (OSP) with up-to-date technology including connectivity to research engines research staff to identify funding sources, and capacity to provide current information to faculty and staff. | Purchase forms and receipts of technology. Database of funding opportunities. Database of RFP’s.  Database of grant submissions.  Database of priorities by college.  Database of faculty research interest.  Database of funding opportunities.  Database of grant applications. | Grant data compiled weekly. E-mails to faculty and staff. Grant status reports compiled monthly. Schedules of funding opportunities. Newsletters to faculty. | Formative Data:  Time Sheets of director, research, and budget staff.  Budget analysis.  Research Reports of funding opportunity.  Newsletter.  Status Report.  Summative:  Equipped office.  Capacity of office.  Information provided to faculty.  No. of grant applications and funding. |
| 2. To establish a comprehensive grant development training program for faculty to encourage research and innovative curriculum ideas, assistance in grant applications, and technical assistance during the implementation process and post award objectives. | Training and workshops schedule  Participants attending.  Record of one-on-one assistance. | Report of workshops and no. of participants.  No of grant applications completed. Assessment of interest by college  Priority of interests and ideas.  Research of funding opportunities | Formative Data:  Needs Assessment.  Priorities by college.  Summary of workshops and participants.  Summative:  No. of new grant applications per year.  Amount of funding received. |
| 3. To improve the financial services of the university to administer restricted funds received from federal, state and private sources including training of staff and up-to-date software and technology to assure implementation of approved accounting procedures for efficiency and compliance. | Collection of resources for budgets and accounting.  Implement procedures. | Monthly budget reports.  Data base of purchases.  Documentation of funds expended.  Budget status reports | Formative:  Budget reports.  Expenditure reports.  Summative:  Comparison of outcomes to expenditures. |
| **OBJECTIVE II: DIVISION OF NURSING PROGRAM ACQUISITION OF EQUIPMENT** | | | |
| **Objectives** | **Data Collection Procedures** | **Data Analysis Procedures** | **Formative/ Summative Results** |
| 1. To improve the laboratory space and its functionality by the addition of a simulation laboratory that will enable students to experience realistic patient care nursing. | Assessment of space requirements.  Plans for lab space.  Equipment lists for simulation.  Curriculum resources. | Approval of plans.  Approval of equipment lists.  Completion of curriculum materials.  Progress reports. | Formative:  Plans for lab.  Progress reports.  Purchase orders.  Syllabi.  Summative:  Up-to-date realistic objectives.  Success rate of nursing students. |
| Objective 2: To increase the retention rate Black American students enrolled in nursing by 15% and the retention rate from 51% to 65% thus increasing Black American students completing from 11 to 20 with an increase in the persistence rate from 31% to 36%. | Database of student completion rates.  Database of follow-up information.  E-mail tracking system. | Increase of 5% in persistence rate from year one to year two. | Formative:  Database of student information.  Summative:  Improved persistence rate  Improved retention rate.  Capacity to meet demands for nurses in region. |
| **OBJECTIVE III: STRENGTHENING ONLINE STUDENT COUNSELING SERVICES** | | | |
| **Objectives** | **Data Collection Procedures** | **Data Analysis Procedures** | **Formative/ Summative Results** |
| 1. To implement a comprehensive counseling program for online Black American students that provides strong support. | IS plan.  Assessment.  Online counseling components design. | Test run of online counseling.  Connectivity of services. | Formative:  Services available online.  Summative:  Online students using services. |
| 2. To improve retention rates and GPA’s of online BA students by providing effective guidance and online counseling. | Database of student information.  Database of tracking information.  Data of students using online counseling services.  Surveys of components. | Determine retention rates.  Determine GPA’s.  Comparative analysis of data from past 3 years. | Formative  Student enrolling each semester.  Grades of students receiving counseling.  Summative:  Overall improvement of retention and GPA’s online students based on use of services. |
| 3. Increase the number of BA students completing undergraduate and graduate degrees from UWA online. | Follow-up data of online students.  Surveys of students. | Determine completers.  Determine length of time for degree.  Comparative analysis of data from past 3 years. | Formative:  A student remaining in school until degree is complete.  Summative:  Increase in degrees based on services. |
| **OBJECTIVE IV: IMPROVEMENT OF CAMPUS SCHOOL AND EC MEDIA LIBRARY** | | | |
| **Objectives** | **Data Collection Procedures** | **Data Analysis Procedures** | **Formative/ Summative Results** |
| 1. Renovation of classroom and Media Library of the campus school. | Design of renovation.  Bid documents.  Purchase orders. | Inspection of Site.  Analysis of specifications. | Formative:  Specification of renovation and design.  Summative:  Inspection Reports.  Overall completion.  Use of facilities. |
| 2. Revision of campus school objectives and curriculum. | Evaluation of lesson plans.  Surveys of parents.  Students participating. | Lesson Plans  Database of student achievement  Parent Surveys  Teacher surveys | Formative:  Selection of participants annually.  Plan for professional development.  Summative:  Presentations to colleges.  Development of innovative teams. |
| 3. Integration on Early Child experiences in Education Courses. | Course revisions.  No. of participatory objectives included.  Tracking of BA students completing. | Database of BA students as EC majors.  Tracking of BA participating. | Formative:  Number of students participating.  Number of courses with increased objectives.  Summative:  Overall changes in learning experiences of EC majors. Increase in graduates. |
| **PROGRAM ADMINISTRATION** | | | |
| **Objectives** | **Data Collection Procedures** | **Data Analysis Procedures** | **Formative/ Summative Results** |
| 1. Efficient PBI program management guided by federal and institutional policies. | Progress reports.  Written procedures. | Evaluation of progress reports.  Comparison of requirements and objectives.  Tracking of progress with outcomes. | Formative:  Systematic day-by-day implementation.  Summative:  Successful implementation.  Strengthening of UWA. |
| 2. To ensure project objectives conform to the institution’s priorities. | Progress reports.  Objective reports.  Meetings. | Comparative analysis with timeline and objectives. | Formative:  Progress reports.  Successful objectives.  Summative:  Strengthening of UWA.  Tangible results achieved. |
| 3. To ensure program and objective performance through communication with the Department of Education. | Progress reports.  Objective reports.  Minutes of meetings.  Data related to objectives.  Related databases. | Integration of information on each objective.  Compare with tangible results and implementation strategy. | Formative:  Successful objectives and completion of tasks. Evaluations reports excellent.  Summative:  Strengthening fiscal stability, nursing, student services, and faculty. |
| 4. To facilitate project evaluation as outlined by Department of Education. | Progress reports.  Objective evaluation procedures.  External Evaluator.  Annual evaluations.  Related databases. | Comparison of implementation strategy with progress reports.  Analysis of evaluation methods.  External evaluation reports. | Formative:  Objective met.  Timeline achieved.  Summative:  Goals of PBI Project met. |
| 5. To exercise fiscal responsibility and assure accountability in the management and reporting of PBI funds. | Existing procedures.  Federal procedures.  Approved accounting standards. | Develop operating procedures.  Develop reporting procedures. | Formative:  System of purchasing and maintaining budgetary control.  Summative:  Strong fiscal mgt. of project. |

The final report will be a document comprised of the data collected to determine if the PBI Black Belt Project met the Government Performance and Results Act. The project will document the following performance indicators for the Predominantly Black Institutions Program:

1. Enrollment Rate: Indicator of increase in enrollment of Black Americans in Early Childhood education, online programs and nursing programs will be maintained.

2. Persistence Rate: The persistence rate of Black American students in the targeted programs will be maintained by tracking system and data base in the Office of Institutional Effectiveness.

3. Four Year Completion Rate: The data will be maintained by the Office of Institutional Effectiveness to determine long-range success of the program.

4. Efficiency Measure: The cost of each objective and outcome will be maintained by the Project Director.

The success of the project will be based on the goal of the PBI Program to strengthen the capacity of the institution to serve minority students from low-income, disadvantaged backgrounds in order to improve the quality of educational opportunities. The project will address the goals of the PBI Program to ensure the accessibility, affordability, and accountability of higher education, and better prepare student and adults for employment and future learning. The evaluation procedures are designed to determine the results and success of the goal.